

TN ALL Corps Learning Walk Tool

The TN ALL Corps tutoring Learning Walk Tool is a non-evaluative tool meant to support district and school leadership by observing tutoring sessions and making continued improvements. Results from the walk through should be the basis of conversations with school leadership on tutoring structure, academic strategy, tutor support, and tutor training.

Overall				
1. Students are able to state the learning goal.	Yes	Mostly	Somewhat	Not Yet
2. Students spend the majority of their time reading, writing, speaking, or engaging in tasks.	Yes	Mostly	Somewhat	Not Yet
3. Students have the opportunity to discuss their thinking out loud using academic language.	Yes	Mostly	Somewhat	Not Yet
4. Students are provided wait-time.	Yes	Mostly	Somewhat	Not Yet
5. Students are provided different strategies if the tutor sees the student having difficulty.	Yes	Mostly	Somewhat	Not Yet
6. Students engage in content that is aligned to grade-level standards.	Yes	Mostly	Somewhat	Not Yet
ELA, Grades 1-2				
1. Students are using foundational reading materials from HQIM or TNFSCS.	Yes	Mostly	Somewhat	Not Yet
2. Students are working on listening to and producing letter sounds for at least half of the lesson.	Yes	Mostly	Somewhat	Not Yet
3. After hearing fluent reading modeled, students practice reading aloud with texts aligned with their phonics practice (between 10-20 minutes).	Yes	Mostly	Somewhat	Not Yet
ELA, Grades 3-8				
1. Students are using text from or aligned with Tier 1 instruction texts.	Yes	Mostly	Somewhat	Not Yet
2. Students are engaged in activities that require them to demonstrate their understanding by answering text-dependent questions, using vocabulary in-context, writing, and practicing fluency.	Yes	Mostly	Somewhat	Not Yet
3. Students explain their answer by telling the tutor/group where they found it in the text.	Yes	Mostly	Somewhat	Not Yet
Math, Grades 1-8				
1. Students are using the <i>specific</i> strategies aligned to mathematics content standards (e.g., repeated addition, rectangular arrays, area models, etc.).	Yes	Mostly	Somewhat	Not Yet
2. Students have multiple opportunities to practice math content through oral discussion, writing/drawing representations, the use of manipulatives, and/or the successful completion of tasks.	Yes	Mostly	Somewhat	Not Yet
3. Students explain their understanding or misunderstanding of the math content through oral discussion, written expression, or models/representations, etc.	Yes	Mostly	Somewhat	Not Yet